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ASSIGNMENT BOOKLET 2A

Social Studies 7
Module 2: Section 1 Assignment

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Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

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When you are registered for distributed learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**

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FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.

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E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

7 SOCIAL STUDIES

Exploration and Colonization

Assignment Booklet

2A

Social Studies 7 Module 2 Exploration and Colonization

Alberta Education

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	31	
	31	

Teacher's Comments

Social Studies 7
Module 2: Exploration and Colonization
Assignment Booklet 2A
Section 1 Assignment
ISBN 978-0-7741-2911-4

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Alberta Education acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Education, **http://www.education.gov.ab.ca**
- Learning Resources Centre, **http://www.lrc.education.gov.ab.ca**
- Tools4Teachers, **http://www.tools4teachers.ca**

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ASSIGNMENT BOOKLET 2A
SOCIAL STUDIES 7: MODULE 2
SECTION 1 ASSIGNMENT

This Assignment Booklet is worth 31 marks out of the total 100 marks for the assignments in Module 2. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

You can use a computer and word-processing application for many assignment questions. If you use a computer, be sure to attach a printed copy that has been proofread. Include your name, the course name, the module number, and the assignment number on each page.

31

Section 1 Assignment: The French in North America

5

1. In lesson 2 you've been investigating reasons for the sudden European expansion about 500 years ago. Imagine that you're a French explorer living in the 1500s. Write a letter to the king of France explaining why you think the French government should send people like yourself to North America and set up colonies there. In your letter, be sure to point out what France will gain by having colonies in North America. Refer to **at least three** advantages.

   Note: You will **not** be graded on correct letter formatting.

   Here's one way you might begin your letter:

   My Most Gracious Sovereign Lord,

   As someone who has sailed across the ocean to the New World, I am writing to implore Your Majesty to engage in more exploration and colonization in those parts.

Checklist for Question 1	
• I have presented at least three reasons why I believe the king should do more exploring and colonizing.	
• I have presented my ideas clearly, logically, and persuasively.	

Assessment Criteria for Question 1	
The letter presents at least three reasonable advantages France will gain from colonies.	3 marks
The letter is clearly written and ideas are presented logically and persuasively.	2 marks

(There is more room for your answer on the following page.)

When you've completed question 1, continue where you left off on page 20 in the Student Module Booklet.

2. In this course you've been thinking about the value of documents and images to historians. The drawing on page 41 of *Voices and Visions* (Figure 2.10) was made by Samuel de Champlain himself. It's a self-portrait showing Champlain, in the centre, engaging in battle between the Wendat and the Haudenosaunee.

(2) a. How useful would this drawing be for historians trying to learn just what happened at the battle? Be sure to explain your reasons.

(3) b. Champlain's drawing clearly reflects a European perspective on the battle that took place. Study it carefully. What can it tell us about the way Europeans saw themselves and the First Nations people with whom, and against whom, they were fighting? Be sure to point to specific aspects of the drawing.

6

3. In Lesson 4 you've thought about the value of colonies from different points of view. In the chart that follows, enter one positive and one negative aspect of the French colonies in North America from the point of view of each of the three parties shown—the king of France, a French colonist, and a First Nations person.

Positive and Negative Aspects of French Colonies		
	Positive	**Negative**
The King of France		
A French Colonist		
A First Nations Person		

When you've completed questions 2 and 3, continue where you left off on page 38 in the Student Module Booklet.

4. The Jesuits were an order of missionaries who began to arrive in New France in 1625 to convert First Nations people to the Roman Catholic faith. The Jesuits wrote about their work and their travels, and their writings were published in France under the name *Jesuit Relations*.

   In the left-hand column on page 48 of *Voices and Visions*, you'll find a short excerpt from the *Jesuit Relations*. It describes the conversion of some Wendat people to the Catholic church. Read the excerpt carefully and then analyze it by answering the questions that follow here.

(2) a. Is this a primary source or a secondary source document? Give reasons for your answer.

_____

_____

_____

_____

(3) b. What does this document tell us about the attitudes and beliefs of the person who wrote it?

_____

_____

_____

_____

_____

(6) 5. Imagine that you've just arrived in New France from France. You're either a *fille du roi* or a young man wanting to be a *coureur de bois*. Write a letter home to a friend or family member who is also thinking about moving to New France. In your letter, describe

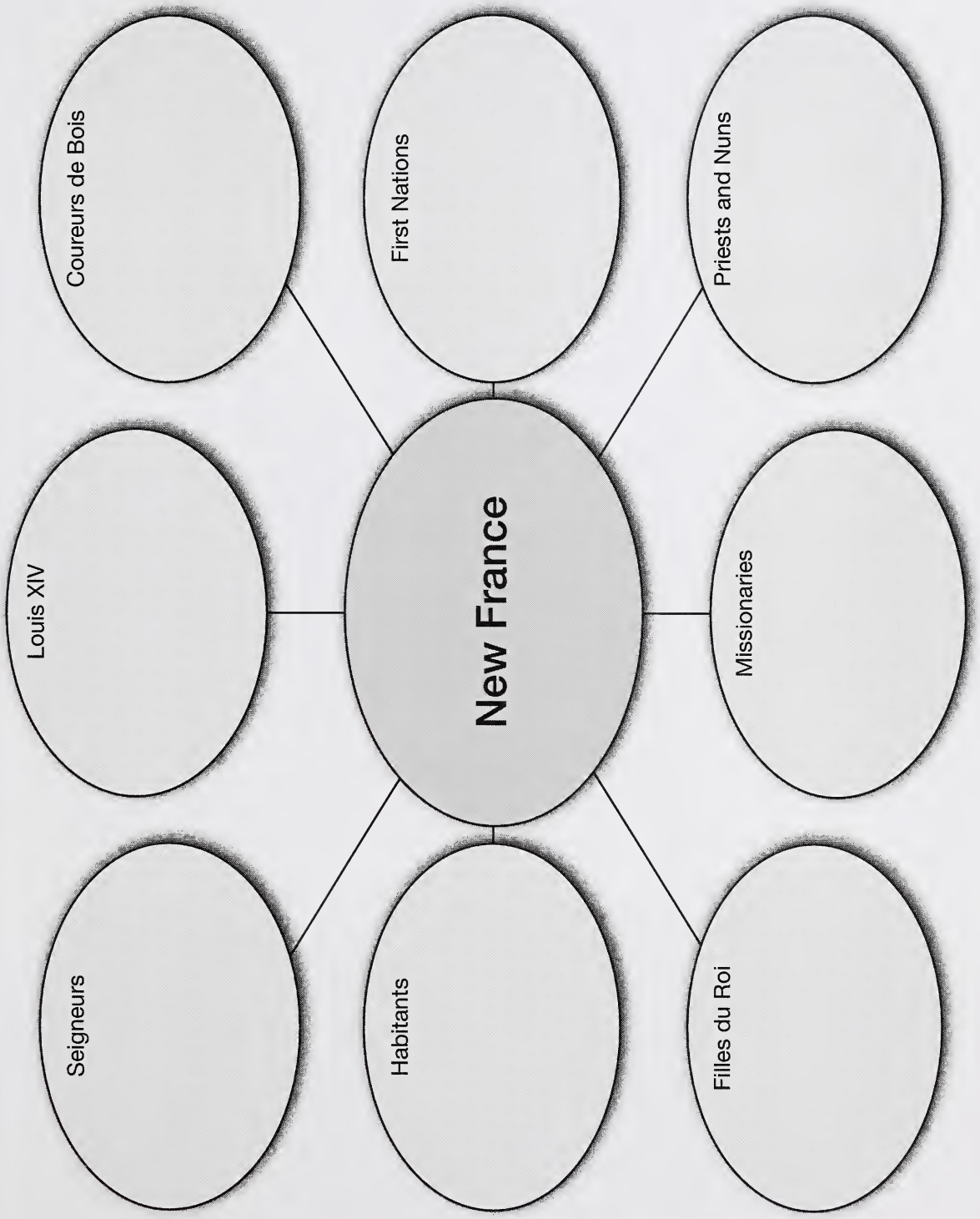
- why you decided to come to the New World
- what your impressions of New France are
- what your new life is like—including such things as your daily activities

Begin your letter with either *My Dear Jean-Paul* or *My Dear Louise*.

Checklist for Question 5	
• In my letter, I have explained why I came to New France, what my impressions are, and what my new life is like—including daily activities.	
• My letter is clearly written from the point of view of either a coureur de bois or a fille du roi.	

Assessment Criteria for Question 5	
The letter shows a realistic understanding of why people came to New France and what life in the colony was like.	4 marks
The letter is clearly written from the point of view of either a coureur de bois or a fille du roi.	2 marks

(4) 6. You've encountered a number of concept webs in the work you've done in this course. What follows is a concept web with New France in the centre oval. In each of the surrounding ovals, write one important way in which the person or people it refers to contributed to the building of New France.



When you've completed questions 4, 5, and 6, submit this Assignment Booklet for assessment. Then continue where you left off on page 62 in the Student Module Booklet.

ASSIGNMENT BOOKLET DECLARATIONS

The school you are registered with may require you to submit this signed form with your Assignment Booklet.

The Student's Declaration is to be signed by the student. If the student is under 16, the Supervisor's Declaration may need to be signed by the supervisor, who is usually a home instructor, teacher, or home-schooling coordinator. Failure to complete this page may invalidate the assignment results. Please contact your school and ask if this completed form is required.

STUDENT'S DECLARATION

- I have followed the instructions outlined in the Student Module Booklet.
- I have completed the activities to prepare myself for the assignments in this Assignment Booklet.
- I completed the assignments in this Assignment Booklet by myself.

_____

Student's Signature

SUPERVISOR'S DECLARATION

I hereby certify that I have supervised the learning activities completed by _____.

Student's Name

I also certify that to the best of my knowledge the assignments in this Assignment Booklet were completed independently by this student.

_____

Supervisor's Signature

If you, the student or supervisor, have any comments or observations regarding this module, write them in the following space.

_____

_____

_____

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_____

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